LINGUISTICS AND LANGUAGE TEACHING

ROOP KRISHEN BHAT

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ROOP KRISHEN BHAT

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Preface

Language teaching has emerged as one of the most important areas of Applied Linguistics. It has been established beyond doubts that a successful language teacher should be trained in linguistics. He should know the nature and structure of language he is going to teach so that he is able to relate the linguistic science to his work. Linguistic background helps him to reveal the essential structural difference between the mother tongue of a learner and the target language being taught thereby giving him an oppurtunity to brush up the weaker points of his learner. The insight into the nature and function of language which linguistics provides to a language teacher helps him to plan and carryout the teaching programme scientifically.

The present work has taken its form as a result of my years of experimentation in this field. It, therefore is a practical book with an eclectic approach. The book contains nine chapters. First five chapters deal with the basic topics which no language teacher can afford to overlook, while the other four chapters form a comparatively new development in the field of Applied Linguistics. The last three chapters have been specifically designed keeping in view the multilinguistic situation in India. Many portions of this book have been presented at various National and International Seminars held all over the country during past several years. I hope this work is proved valuable for the language teachers/learners regardless of the languages they deal with and make some

contribution to the development of Applied Linguistics especially In India.

I feel extremely grateful to all my colleagues and students who have been a constant source of valuable ideas and help. I express gratitude to my wife and children for co-operation during the preparation of this book. I am also thankful to the composers, printers and publishers of this book for carrying out their jobs efficiently and honestly.

Ist October, 1990 ROOPKRISHEN BHAT

I

Syllabus, Methodology and Material Production

Syllabus design, material production and language teaching methodology are separate but inter-related issues. How we are going to teach has a direct impact on what we are going to teach. Methodological considerations are therefore relevant at every stage of curriculum design. A proper match and planning of syllabus, methodology and material shall ensure a successful design of language curriculum.

There are many different notions rather schools of thought about syllabus design. According to Breen 1984 : 47, "A syllabus is a plan of what is to be achieved". Different linguistic theories have influenced the design of syllabus from time to time, however, three main syllabuses have remained in the limelight and have been widely used and discussed. These are grammatical syllabus, situational syllabus and notional syllabus. According to Wilkins, 1976-77 "strictly speaking questions of the linguistic basis of courses are distinct from questions of methodology, however it is hardlv likely that one can revise so radically one's view of the full nature of the linguistic behaviour without there being implications for the more detailed aspect of the teaching process." Wilkins proposes a semantic approach to the construction of language syllabuses as an alternative to grammatical and situational approaches. This takes the communicative competence factors of language into account without loosing sight of

grammatical and situational factors. This is called semantic or notional syllabus.

According to Toronto school of Yalden and Allen—"with the advent of the more complex theories of language learning as well as the recognition of the diversity of the learners, needs, wants and aspirations, the concept of syllabus for second language teaching has taken on new importance. It has also become much more elaborated...... It thus replaces the concept of "method" and the syllabus is now seen as an instrument by which the teacher with the help of the syllabus designer can achieve a degree of "fit" between the needs and aims of learner and activities which take place in the classroom——" Yalden 1984-14.

Widdowson 1984, makes a distinction between the concept of syllabus which is both educational and pedagogic construct and teaching methodology which is not a part of concept of syllabus. His contention is that syllabus is structural, it is the teaching method which makes it communicative. There is not such thing as communicative syllabus. It has become very clear now that teaching methodologies had a direct effect on the designing of syllabus. From traditional grammar teaching to the present communicative teaching radical changes have been brought in syllabus designing, material production and methods of evaluation.

In a grammatical syllabus the content of course outcome is a syllabus that assumes that units of language can be defined in terms of grammar. Language learning is deemed as psychologically valid process where each piece is determined by a grammatical category—Wilkins 1979-87-90. In a grammatical syllabus "learner is exposed to one part of grammatical system at a time "—"Syllabus presents language in units that are determined by grammatical labels like article, adjective, adverb etc." Here form and meaning are one to one in correspondence. The main criticism of the grammatical syllabus has been that the systematic organization of the grammatical system often reduces

motivation of learners who expect immediate returns, the learning items are identified as "form" and rarely as a set of meanings. Syntax does not receive sufficient attention. It fails to provide necessary conditions for acquiring communicative competence.

Situational syllabus is an analytic approach which is basically behavioural. This syllabus includes only what is relevant to the learner. However, it motivates the learner and its units have situational labels. Its main criticism is that it is not suitable for a general language course. Second problem with this syllabus is the diversity of linguistic forms in a given situational unit makes the generalization of grammatical learning very difficult.

While designing a notional or semantic syllabus we must have a set of notional categories presented with general aspect of meaning. The meanings that are expressed by various linguistic forms may be universal because of a close relationship between semantics and grammar. The aim of this approach is to ensure that the learner knows how different types of meaning are expressed so that he can combine different components of this knowledge according to the requirements of a particular act of communication.

When we see the language teaching/learning methodologies in retrospect the first major theory which attracts our attention is the behaviourist theory of early twentieth century. The main proponents and supporters of this theory were J Watson (1913), Bloomfield (1933) and B. F Skinner (1957). For them language learning was a stimulus and response process introducing behavioural patterns one after other. In late fifties the audio-lingual approach became popular especially for second and foreign language teaching. This uses dialogues for contextualizing the structures and views language as one of habit formation technique in which mind has no role to play. The demonstration lesson would teach pronunciation, grammar and vocabulary and learner is expected to respond to the dialogues on the basis of

memorization and analogy. Audiolingual method became the target of criticism after Chomsky (1957) appeared on the scene. He alongwith many others asserted that this method creates boredom for the students and it lacks effectiveness in the long run. Chomsky said that people generate new sentences by applying certain rules (grammar) which they have some how internalized. Miller (1962), Roberts (1964), Rosenbaum (1965) supported the creative and generative approach to language learning. Many linguists criticised the behaviourist theory for ignoring the role of mind in learning process. Transformational-Generative linguists advocated for linguistic theory that looked on language as mental construct. However, Chomsky was criticised by linguists like Lakoff (1969), Halliday (1974) etc. for "creating artificial boundaries" by not including non-linguistic factors in a formal grammar and over emphasising the role of syntax. In Chomsky (1986) the most significant point is that the emphasis of grammer has shifted from rules to principles and parameters. This new theory is known as the theory of Government and Binding or the Revised Extended standard theory.

The situational language teaching approach advocated by British applied linguists was also found inadequate to cater for communicative needs of learners. However, SLT was more flexible than ALM as structures were presented in situations. Firth and Halliday emphasized close relationship between language form and its use in contexts and situations. However, the situations and language used did not coincide always and SLT did not predict all situations where student would need target language for effective communication.

As both methods ALM and SLT did not relate language teaching to the actual communication needs of learners these were discarded. Howatt (1984) says, "what was required was a closer study of the language itself and return to the traditional concept that utterances carried meaning in themselves and expressed the intentions of speakers and writers who created them——"

While Chomsky (1957) had already criticised the standard structural theory for being, "incapable of accounting for the fundamental characteristic of language", the creativity and uniqueness of individual sentences. Richards and Rodgers (1986) said that Chomsky's theory ignored one important factor in language learning, "the native speakers ability to use language in varied social contexts."

A major shift in language teaching/learning came with the work of council of Europe team, Van Ek (1975), Wilkins (1976) etc. They considered the feasibility of language system suitable for all languages used in council's member countries. These categories were selected on semantic and sociolinguistic criteria and incorporated examples of specific language items—Stern (1983). This document was later on published as notional syllabus (Wilkins 1976).

Communication is seen as a three dimensional activity involving meanings, structures and resulting utterances. This concept became very popular for English language teaching in the entire West and many materials were produced. It was assumed that communicational language teaching (CLT) is both desirable and necessary and covers all aspects i.e. sociological psychological, linguistic and pedagogical. This approach has been very widely used in the west during last two decades. However, the main problem with this approach has been that many models came into existence with variations amongst each other and no single model served the complete purpose of achieving the communicative competence. These models are as follows :

1. Notional-functional model	Wilkins	1976
2. Discoursal model	Widdowson	1979
3. Functional model	Brumfit	1980
4. Task based model	Prabhu	1983

This approach also faced problems and no single theory could emerge. As the CLT defines language as communication i e. the speakers ability to use language in sociolinguistic and sociocultural contexts and this ability is called competence.

The fundamental notion is to create the classroom conditions which exist in natural language learning. The CLT has not proved very effective in Indian situation because of the diversity in the social, cultural, economic and educational conditions. Unlike in West the learners normally come from a hetrogeneous background. Another drawback of CLT is that it developes speaking and listening more than writing and reading.

The materials which specifically and adequately answer the needs of our learners and appropriately represent the registers which they require as a medium of communication are to be prepared. The aims, objectives and duration of the course shall determine the design, size, content and methodology of the materials. The main course material may be divided into the following parts. (a) Lessons on script and pronounciation (b) Structural lessons (c) Literature lessons (d) Comprehension lessons and (e) Audio-vedio materials.

(a) Lessons on script and pronounciation shall teach the phonetic value of speech sound i. e. its pronunciation on one hand and its written representation on the other hand, simultaneously. Production of speech sounds and their functional aspect shall emphasise the listening and speaking skills while as their written representations or their graphemic aspect shall emphasise the reading and writing skills. The drills and exercises based on discrimination and identification of sounds or letters can be used. Repetition, dictation, oral naration and correction may also be used for the reinforcement of all necessary skills. Drills used must be clear, easy and economical. The shape and similarity of letters, hand movements and ordering of letters i. e. from simple to complex are important factors for script learning.

(b) Selection, content, organization and presentation are important aspects for the preparation of structural lessons. Total number of structures are to be worked out according to the objectives and scope of the course. A lesson should be thematically relevant with necessary and properly placed illustrations where ever possible. Theme and objective of the lesson should be listed.

Various social, cultural, geographical and historical aspects of the region where the language is spoken, like festivals, fairs, natural regions, villages, towns, scholars, literary figures, art and architecture, places of tourist attraction, folk traditions, customs etc. shall form the content of the lessons.

Lessons are to be properly graded and organized with emphasis on teaching points in them. Linguistic basis should be maintained in the presentation. Lessons should be presented through a dialogue, narration, biography, play, diary, letter, essay, picture story etc. The necessary drills and exercises should be given. Drills should not teach anything new. Exercises should be recapitulatory and developmental. Grammatical and cultural notes where-ever necessary should be given at the end of every lesson. Vocabulary should be properly classified, matched and distributed in the lessons.

(c) Literature lessons specially written or selected from original should be properly graded. For second/foreign language learners the teaching of literature is very crucial. We have to be precise in telling them about the author, his work, his place in the history of literature. As a matter of fact, literature is perhaps one of the most important instruments to introduce a learner to the culture of the speakers of the language. They are to be explained the special use of language by individuals giving rise to a style i. e. some individual may use language in a more effective or striking way than others, as a result his speech differs from others, this difference is called the style of that person. Every person has a particular style, rather we may identify a person or writer by his style. From language point of view the writer has the same material at his disposal as the common man, but his artistic handling of this material with reference to a particular content gives rise to his particular style.

To teach a literary piece to the learners is to bring to their notice in all its details, the content matter and the linguistic devices used to practice it effectively. It is obligatory for the teacher to be aware of the literary and linguistic qualities of a text, which

are the basic elements of style. As poetry uses metaphors, images and several other peculiar devices it may be advisable to select only simple poems dealing with descriptions, universal feelings etc. in the beginning. The most subtle, abstract or ultramodern poetry may not be chosen.

(d) The Comprehension lessons to be prepared shall be follow up lessons both in vocabulary and structures. The comprehension lessons are the same as class lessons but the form of presentation may be different. Small story passages with controlled vocabulary should be prepared for earlier stages and at an advanced stage of course graded passages from original writings are to be selected. Excerpts from the speeches of eminent persons may be given to check the listening comprehension. Learners may be asked to summarize or give a brief note of what they heard from the tapes. They should be able to speak with appropriate speed, accent and intonation. They must know the proper forms of address, socially acceptable to the native speakers.

Comprehension questions should be simple, direct and answerable with minimum difficulty. The listening and reading comprehension is usually tested by administering a small passage followed by a few short answer questions based on the given passage. For comprehension testing Tylor (1953) introduecd a 'close procedure' technique, which is a simple word deletion technique which provides a flexible means of using the ability to predict the word deleted from the passage. This is based on the assumption that in view of the redundancies inherent in any language, rarely each word in a sequence of speech is found necessary for the understanding of the message and hence parts of speech sequences can be anticipated even if missing or distorted.

(e) Audio-vedio materials are usually used as supplementary materials in language learning/teaching, however, of late there has been a thrust to produce full time-courses. Cassette courses in languages are available in the market. Audio visual aids make communication easy and attractive and are being used extensively in education, health and community development programmes.

These help you reach more and more people and stimulate interest in programme. Radio, TV, motion-pictures, filmstrips, language laboratories, puppetry etc. are the best devices which could be used for language learning/teaching. Materials can be prepared for learning correct pronunciation based on drills like repetition, identification, discrimination in isolation and in words. Remedial pronounciation drills are specific to difficult sounds. Contrast pairs help the learner in correct pronounciation. Similarly materials for learning structure are prepared with emphasis on drrlls like substitution, transformation. expansion etc. However, the best quality voice should be used in recordings. Proper pausing should be given and all intonation patterns introduced.

Corder (1973) argues that the description of language is first step in the application of linguistic theory in language teaching. Later stages comprise of what is to be taught and how it is to be organized. He believes in a continuous link from a linguistic theory to linguistic description, selection, organization and presentation of language teaching material. A good language description can be very fruitfully used in material production. However, linguists in our country have a little role in the design of school and college grammars or text-books on languages or even in language teaching. However, the national language Institutes like CIIL, KHS, CIEFL etc. have very successfully exploited the role of linguistics in language teaching and material production. Many such courses based on linguistic insights have been very successfully running from last two decades in our country. The major contribution of linguistics in language teaching has been the shift of emphasis from writing to speaking skill, use of phonetic alphabet, preparation of pedagogical grammars, use of language labs and audio-visual aids. As all the linguistic theories, ideas and methods are imported from the West, there is a need to implement and utilize them very carefully keeping in view the Indian conditions.

Moreover for any successful language learning/teaching

programme a proper design of syllabus, the best possible methodology and a scientifically prepared material are not the only essential factors. The teacher's role, classroom activities, motivation of the learners, language policy and financial implications are equally important.

II

Teaching of Writing

Most of the modern/currently prevailing scripts of India are the diverse or modified forms of the same writing system called Brahmi which was originally the script of Brahmins to record scriptures. Usually scripts like languages have been named after caste, occupation, region, place etc. in which a particular script is used. Kaithi, Karani, Mahajani and Nagari are some of the examples. Nagari is a widely used script in modern India and has been derived from the term nagara "city". Perso-Arabic a self explanatory term has entered the Indian scene at a much later stage. This script is currently used for three modern Indian languages i.e. Urdu, Kashmiri and Sindhi.

The present study highlights the teaching of writing skill with reference to the Perso-Arabic script as used for Urdu and Kashmiri in a second and foreign language situation. It briefly underlines the main points as (i) Script teaching i.e. steps to be taken while introducing the Alphabet, (ii) Various exercises to be given for the reinforcement of the script and finally (iii) the precautions to be taken while conducting the teaching of writing skill. While the traditional teaching methods especially the audo-lingual method emphasising the oral/aural skills, gave emphasis to listening, speaking, reading and writing respectively, thereby pushing the reading and writing skills to the background, the

modern language teaching methods have changed this concept and it has become imperative now to teach all the four skills simultaneously. To separate one skill from another looks quite artificial from both teaching and testing point of view.

Talking about the writing skill Wilga M. Rivers, 1968, says "writing is most efficiently acquired, when writing practice parallels practice in the other skills." The writing activities reflect the four major areas of learning involved in the writing process. The student must learn the graphic system of the foreign language, he must learn to spell according to the conventions of language, he must learn to control the structure of the language so that what he writes is comprehensible to his reader and he must learn to select from among possible combinations of words and phrases to convey the best in his mind in the register which is most appropriate. Writing, therefore, is not a skill which can be learnt in isolation. Therefore, it becomes obligatory for us to give an equal attention to other skills also while teaching writing, however, more emphasis must be given to reading.

Script teaching

Teaching of script on the basis of shape and similarity of letters has been very successfully used during the past two decades in India. Following this Urdu Alphabet can be grouped into thirteen groups and Kashmiri Alphabet into fourteen groups.

To teach Perso-Arabic script learners are to be taught to write and read from right to left. Every letter and a stroke or diacritical mark should be written from right to left and top to bottom. Since Perso-Arabic letters exhibit in various shapes at various positions In a word i.e. initial, medial and final, each letter should be introduced with all the three shapes in the class. Enough emphasis should be given on the conjoining of letters. The learners should not be allowed to take liberties with the placement of dots and diacritical marks. The following steps may be followed in the initial stages :

i. Write the letter on the black board
ii. Ask the students to follow your hand movements and copy

the letter.

iii. Similarly introduce all the letters group wise to the class.

iv. Write various shapes i.e. initial, medial and final of the letters one by one on the black board and ask the students to copy these.

v. Write several letters on the black board (start with two letters only) and ask the students to conjoin these into words.

vi. Write small words on the black board and ask the students to spell these out in writing.

vii. Give practice for copying the words given.

viii. Give dictation to practice the letters and words.

ix. Words to be given for reading and writing practice should be arranged in a way to show a particular letter at all the places i.e. initial, medial and final.

The important points or rules which govern the Perso-Arabic Script as adapted for Urdu and Kashmiri are given as follows :

i. There is no correlation between each phoneme and grapheme. Some phonemes are represented by more than one grapheme e.g /z/,/s/,/t/,/h/ and the vice-versa i.e. one grapheme represents two phonemes e g. /y-e/,/v-o/. There are forty seven phonemes in Urdu which are represented by forty five graphemes and seven extra graphemes. Kashmiri has forty four phonemes represented by forty two graphemes and twelve extra graphemes. Hence both the alphabets are un-phonemic in nature.

ii. In Urdu every grapheme and even a diacritical mark has a name and sound but in Kashmiri (except the twelve extra graphemes) every grapheme and diacritical mark is pronounced as sound.

iii. The letters of 'əlif' 're' and 'dal' groups never join with each other or with the following letter and are termed as non-connecters.

iv. The diacritical marks and dots should be appropriately placed.

v. The vertical stroke in the 'əlif' group of letters is written from bottom to top whenever it joins the preceding letter.

vi. The shape of 'dal' group of letters changes to 're' group whenever these join with preceding letters.

vii. 'kaf' and 'gaf' graphemes have two allographs at initial and medial positions each.

viii. The graphemes of 're', 'dal', 'toe' groups and those representing the aspirate phonemes have the same shape in all the three positions.

ix. Palatalization is an important feature of Kashmiri language and it is represented by choṭi ye with half circle.

Some additional diacritical marks/allographs.

i. 'hamza' is usually put above 'vao', 'choṭi ye' and 'baṛi ye' to indicate a vowel sequence in Urdu e.g. 'gay'.

ii. 'tashdid' is put on consonant geminates in Urdu e.g. "səcca", "kutta".

iii. 'Jezm' is used to indicate consonant clusters in both the languages e.g. 'dərd', 'kra:l'. The 'Jezm' above grapheme/allograph "nun" also indicates nasalization in both the languages.

Reinforcement of writing skill

Grammatical exercises, dictation, translation from TL to MT and MT to TL, guided, situational and free composition, testing and evaluation are some of the important means of reinforcement of writing skills. These can be rendered into the following types of script exercises to be given to the students.

i. Encircle the letter/word in the second row which is different from the letter/word in the first row.

ii. Encircle the letter/word in the second row which is same as the letter/word in the first row.

iii. Put the missing elements with the given letters and complete the series/group.

iv. Choose the suitable letter from the letters given in the column II to fill in the blanks in column I.

v. In column I Kashmiri/Urdu words are given for their English equivalents given in column II to fill in the blanks.

vi. Form words by combining the given letters.

vii. Fill in the blanks with appropriate letters and other missing elements for the objects shown in the picture.

viii. Write the name of the objects shown in the picture.

ix. In column I words are given write the same words in column II using the homophonous letters wherever possible.

x. Translate the following sentences into your mother-tongue.

xi. Answer the following questions.

xii. Complete the following sentences and thereby a paragraph e.g. on Mahatma Gandhi.

xiii. Write a paragraph of ten sentences on your daily routine using the given cues.

xiv. Describe the worthseeing places of your state in about two hundred words.

Tests

Testing and teaching are inseperable. Tests are the major and important devices of the language enforcement, and means of assessing the students performance in the language. The above given exercises can be used for testing also. The writing ability can be best judged in the form of essays, letters, reports and diaries. Students should develope the habit of diary writing thereby putting on paper the major and exciting incidents, experiences and happennings in their daily life. They should be asked to write descriptions of places, people and things they come across.

Precautions

i. Generally a learner faces two types of writing problems. (i) **Calligraphic** i.e. (a) Choice of a correct allograph of the grapheme (b) rules of connecting graphemes in words

and (c) using proper shape, size and positicn of a grapheme.

(ii) **Spelling** i.e. the original spellings of Perso-Arabic lexical items are maintained in the target languages irrespective of their phonemic relevance, forcing the learners to remember the original spellings.

To over come this problem and to control the errors a comprehensive list of borrowed words should be supplied to the learners.

ii. Care is to be taken that students are not let abruptly from guided writing into the vast ocean of free expression. The movement should be gradual i.e. (a) guided where cue words are given (b) situational; given register and style to be used and (c) free.

iii. Creativity and originality in writing to match the native speaker should not be expected from a second/foreign language learner. His mastery and control over the writing will be definitely inferior to the former.

iv. Evaluation of the students written notes is essential and it should be done daily and regularly. Students mistakes should not go unnoticed. Every bad habit in writing including the mistakes are difficult to eradicate at a later stage. Accuracy in writing should be the goal.

v. The students should be exposed to various types of the language i.e. stylish, legal, standard, literary etc. in a systematic way. They should be taught to use the particular register in an appropriate place.

vi. Learners should also be exposed to various samples of writing e.g. that of petition writers etc.

vii. The graded material should be used.

viii. Properly written and printed materials should be selected for the learners at the initial stage.

ix. The scribes or caligraphists make this script awful by using meaningless strokes here and there in their bid to

beautify it. This further confuses the . . . Those in charge of material production and writers in general should take care of it and learners should be asked to make note of it.

To conclude this should be kept in mind that in speaking and writing a second/foreign language, learner very rarely achieves the same degree of mastery as the native speaker.

III

Teaching of Reading

Reading

"Reading is sharing of experience between the writer and the reader and involves critical judgement on the part of latter"—Pattanayak 1979.

Normally the purpose of reading determines the manner, method and approach of reading. Hence the methodology of reading should vary in first, second and foreign language situations. However, there may be some overlapping in the methods of teachng of Reading and Writing in first and second language learners as both need a teacher and a planned manner, unlike the listening and speaking which are acquired as natural processes by native speakers and are being learnt formally by second and foreign language learners.

Methods and Approaches

The main methods of teaching Reading e.g. alphabetic, phonic, the word and sentence method and the two approaches i.e. phonic and graphic have been widely used and critically appreciated throughout the world. Scholars hold different opinions about their utility and scientificness. Yates—1954 says, "No one method is the ideal one, different methods promote development in different directions". Dechant—1964 observes, "No method has been found to be equally satisfactory in all classrooms with all pupils."

Bullock Committee report—1975, clearly indicates the importance of eclectic method and combined approaches of teaching reading. The Bloomfield-Barnhart system which was widely accepted emphasised on the principle that once the mechanical aspect such as recognition and pronounciation are thoroughly mastered it would be relatively easy to go into more complexities.

Reading Materials

In India alphabetic and phonetic methods were very popular in teaching Hindi and other Indian languages till the middle of this century. The word and sentence methods have also been tried upon in recent past, however, sufficient reading materials have not been prepared. Salient features of all the methods and approaches should be kept in mind while doing so. N.C.E.R.T. has published a reading series for Hindi speaking children based on two different approaches of reading. Kendriya Hindi Sansthan, The Central Institute of Indian Languages and The Central Institute of English and Foreign Languages which have enough resources and potential should take up projects on the preparation of reading materials.

Main points to be kept in mind while selecting such materials can be summed up as; (i) author and his view point. (ii) medium and method employed (iii) learners requirements and (iv) scope of material. The routine life and surroundings of the learner should form the content of material giving due attention to the learner's imagination and experience.

Teaching of Reading

An attempt has been made here to identify some of the specific skills involved in the teaching of reading in a second/foreign language situation. Although the modern language teaching methods emphasise the teaching/learning of all the four skills of language simultaneously, even then if we are to further group these in pairs, listening and speaking will fall in one group and reading and writing in another. Therefore, it is obligatory to give an equal attention to other skills as well while teaching reading, however, writing needs more emphasis.

Areas of learning in Reading

The major areas of learning involved in reading are :

i. The learner should learn the graphic system of the target language. To achieve this following steps may be taken.

   a. Write the first letter of the group on the black-board.
   b. Read the letter written on the black-board.
   c. Ask the students to repeat the same with you.
   d. Add the additional markings to the first letter to convert the same into another.
   e. Read this new letter.
   f. Ask the students to repeat this letter with you.

   All other letters can be taught in the same way. For identification and memorization of letters, letters may be written at random i.e. in rearrangements and recombinations on the black-board and students asked to read them out. The same procedure can be adopted at the word level and sentence level as well.

ii. The names and sounds of letters (as in the case of Urdu) should be taught together.

iii. The learner must learn to spell according to the conventions of the target language.

iv. He must learn the structure of the T.L. so that whatever he reads is comprehensible to other skills of language.

v. The learner should know the meanings of the words or sentences he is reading, this shall facilitate the fast reading.

vi. The materials provided for reading should be properly graded.

vii. Individual loud reading should be preferred and group reading avoided.

viii. Properly published materials and very clearly written hand-outs should be used for reading.

ix. Reading books should be made attractive with interesting exercises and games that can be carried out in informal conditions.

x. Almost the whole process of reading (till the learner establishes independence in reading) from the graphic level to the advanced stage should be monitored by the teacher.

xi. Adequate oral practice in the use of new vocabulary and structure used in the materials given for reading, should be done in advance.

xii. Learners should be encouraged to read the magazines and journals of their interest. Novels, short stories, and other fast-selling books should be used as supplementary materials.

xiii. The learners should be exposed to various styles of creative writing. They should be able by now to read critically, quickly and with ease, adapting flexible approach with the reading materials.

xiv. Flash cards, charts, audio and vedio tapes can be used to improve reading.

Problems in reading

Lack of intelligence, social, environmental and emotional factors, personality and psycholinguistic abilities are some of the dominant factors resulting in reading failure. However, most of the problems in reading can be attributed to the unscientificness of the writing system of the target language. The lapses on the part of writers, calligraphers and printers tells upon the reading ability of the learners. This can be better discussed with reference to the Perso-Arabic writing system.

i. The graphic difference, difference in writing systems and difference in eye and hand movement between native and target language e.g. Hindi-Urdu creates problems for the learners of either group.

ii. The phonemes /s/,/z/,/t/,/h/ are represented by more than one grapheme in Urdu and Kashmiri There are twelve such graphemes in Kashmiri and seven graphemes in Urdu which have no relevance to the sound system of these languages there by hamper the reading process of learners.

iii. The irregularity in the placement of dots and diacritical marks results in incorrect reading e.g. a mere addition or deletion of a particular dot or diacritical mark and their wrong placement can change the pronounciation and meaning of the word e.g. [tIr—tI:r—tar] [zaba:n—zana:n] [bI-nI].

iv. There are instances where one word is written differently in the same material e.g. [cha, kya] in Kashmiri.

v. The allographs of some graphemes especially in the medial position are so similar that they create confusion while reading. e.g. /ph/-/q/-/z/,/a/-/g/.

vi. The placement of meaningless and unnecessary strokes here and there by the scribes makes PA script difficult for learners.

vii. Letters which represent two phonemes each e.g. phonemes /v/-/o/ and /y/-/e/ are represented by only two letters. This creates a problem of identification for the learners resulting in misreading.

viii. Some more problems can be attributed to the specific nature of the sound pattern of the target language e.g.

(a) The voiceless alveolar dental affricates /ts/,/tsh/ in Kashmiri are read as palatal affricates /c/,/ch/ respectively.

(b) The central high and mid vowels /I,I : , , ə, ə:/are read as /a, a:/.

(c) The consonant clusters are broken by inserting a vowel. e.g. kra:l is read as kara:l and phras as pharas.

(d) The contrast between palatalized and non-palatalized consonants in Kashmiri is not maintained. e.g. m'o:n is read as mo:n and shur' as shur.

Evaluation of Reading

To a linguist evaluation reveals the strengths and weaknesses in language programmes and provides a direction to improve upon it in future. Tests are the major and important devices of the language reinforcement and means of asserting the students performance in the language. The students may be asked to read the

known and unknown passages depending upon the situation, conversational lessons, poems, plays etc. in the classroom or in the language laboratory to judge the (a) accuracy in reading, (b) speed of reading, (c) influence of MT over TL and (d) style of reading.

Comprehension questions can be asked on a closely timed passage. Faster reading habits can be developed by controlling the vocabulary and syntactic patterns. Reading helps one to grow socially, educationally and vocationally.

IV

Visual Aids in Language Teaching

The context or situation in which a language is being learnt matters much for the learner. Learning a language naturally i.e. living among its native speakers and thereby being in contact with concrete objects and situations one feels the task easier as compared to learn the same in classroom, where everything except four walls of the room one has to suppose. To make up this deficiency in the classroom and to make the learning process active and interesting, language teaching aids come to the rescue of the teacher and save him from being a mere speech machine ni front of his students. Language teaching aids in a classroom are as important as appetisers and stimulants in the dining room. Direct association between objects and words gives the learner a clear concept of things being taught. Visual aids have a major role to play in language teaching and they lead to a quick and efficient teaching. Above all visual aids lend themselves fairly well to group work.

Various visual aids which can be brought in use very easily while teaching a language are as follows :

Blackboard

The simplest visual aid in a classroom is the Blackboard. The

size and position of the Blackboard should fit the lighting and other classroom conditions. Lighting should not reflect from the board back into the eyes of the students. While writing on Blackboard some essential points should be kept in view. (a) Uniformity in the size and shape of letters, (b) Smoothness in the lines, (c) Proper thickness of letters, (d) Appropriate spacing between the words and lines.

Besides this the identification and importance of some words, phrases and even sentences can be marked by (a) underlining (b) colouring and (c) changing the size.

Blackboards can also be used for the drawing of sketches or figures for the illustration of meaning or situation, helping the student to remember well whatever he is being taught, as it leaves a constant print of things in his mind. In case the teacher is not good at drawing even them a bad drawing is better than no drawing. The best type of Blackboard drawing is a rapid sketch and the great advantage of a Blackboard drawing is if it takes shape under the eye of the student, therefore no figures should be drawn on the blackboard in absence of the students.

The teacher should spell and pronounce whatever he writes on the blackboard. While drawing sketches also he should invite the comments from the students i.e. whether the sketch is right or matching the situation etc. He should give oppurtunity to the students to correct him or present their own views. A teacher should not stand in front of the Blackboard and be a hindrance to the students.

Maps, diagrams, sketches etc. can be pinned on the black-board or hung over it for exhibition in the classroom. Various tenses i.e. present, past, future can be checked through the blackboard, by asking questions like, what am I doing (while drawing) what was I doing (after finishing) and what will I be doing (getting ready for the next drawing). Black board can very conveniently be used for writing substitution tables, guided compositions and conversations.

Pictures

According to their function in the classroom pictures can be of two types : (a) lesson bound pictures and (b) background pictures. Lesson bound pictures shoud depict representative objects with which the learners are not familiar besides the lesson specific objects and situations. This should lead the learners to the definite contexts e g. a railway station, a garden, men at work etc. We can check different aspects of grammar e.g. tenses by asking the learners about what people are doing, have done and shall do, or ask them to develope a story looking at the pictures. Such pictures should be prepared in advance and should change from lesson to lesson. Background pictures are intended for decoration and to establish a sociocultural atmosphere of the target language. Such pictures may be of the area where the language is spoken. The countryside, the people, their dress, eating habits etc. These may include drawings, paintings photographs etc. Environmental learning and area study can be achieved through such pictures.

Pictures printed in the textbooks besides making the books attractive make the learner to associate the scene or object with the lesson thereby improving his understanding of the language.

Other visual aids

Maps, charts, plans and statistics is a valuable exercise. Such items extend the scope of a classroom and provide the learner with valuable data about mountains, rivers, seas, countries population, trade, culture and gives him the endless subjects to practice upon orally or in writing.

Flip charts are ideal for sequencing a story with necessary instructions and exercises. These can help the learners in developing compositions. Flip charts can also be prepared for recall and recognition of vocabulary items.

A notice board can be exclusively used for the target language learners. Various messages can be conveyed to them

through it. One can put assignment notices, administrative notices, and daily news items on it.

Some other visual aids which can be very easily procured and used are the display items e.g. the cultural items like "pheran", "Kangri" and "Samavaar" can be displayed in classroom for Kashmiri language learners A clock for practising time, a calender for talking about dates and a mirror to be used for learning pronounciation. Models for basic vocabulary items like birds, animals, vegetables, fruits and other picture books. Presentation of an action or situation dramatically represents the action better than a picture. A teacher can communicate with his class rapidly by acting thereby stressing the role of gestures, facial expressions and movements in communication.

So far we have discussed the most common and easily available visual aids a language teacher can exploit and depend upon However, with the passage of time and development in educational technology many other equipments have been made available for a language teacher. Although these aids are not so common in developing countries like India. These include the films, film strips, slides, projectors, closed circuit television and computers. There is no doubt that these are very powerful aids for language teaching which can present language in a contextualized form and are an integral part of a language classroom in the developed countries, but in our country even after three decades of systematic and scientific language teaching we have only been able to provide and utilize such aids on a very selective basis. The National language institutes like the Kendriya Hindi Sansthan, The Central Institute of English and Foreign Languages and the Central Institute of Indian Languages. have to some extent exploited such equipment and prepared many audio-visual materials based on them. The Central Institute of Indian Languages has prepared script films for almost all the major Indian Languages. They have also prepared films for language teaching and developed "software" programmes to be used as supplementary materials for language learning.

To conclude we may say that teaching or learning a second/foreign language without any aids is dull and difficult and aids make the process active and easy. Any aid which makes the language teaching/learning process quickest, cheapest and most efficient should be considered the best aid.

V

Testing in Language Teaching

Testing is a very important means of language reinforcement. A test indicates the gaps in the learner's knowledge. Tests have assumed an important role in modern language teaching. After decades of research in learning theory and linguistics new methods of language teaching have emerged. Their validity has further been reassured by an increased use of the electronic equipment and other print materials. An advancement in the teaching methods and materials has necessiated and accelrated the process of language evaluation and testing, giving way to new objective types of tests and discarding the old subjective ones.

Trends in language testing from traditional subjective to modern objective have been presented here. A test, its importance, function and preparation has been discussed with special emphasis on language testing in India. At the end language proficiency tests in Kashmiri has been added.

The traditional system of evaluation was subjective in nature. The examinations were conducted to determine fail or pass. They were testing the knowledge of text books and competence of teacher rather than the competence of student. Major portions of the syllabus were deleted while setting up question papers. This infused a stigma of "choice making" on the part of learners and

the aim was only to pass the examination rather than master the course. All this contributed to the degeneration of evaluation system. On one hand teachers used to lecture more about language than teach language, on the other hand students confused language testing with testing of literature. This made our evaluation system subjective. A subjective test is based on an opinion or judgement on the part of examiner which is expected to match with that of an examinee. It involves more of memorization on the part of learner. While as an objective test is scored mechanically and involves measurement. Objective tests are based on multiple choice questions.

Importance of tests

A test indicates the gaps in the knowledge of a learner. Presently tests have become an integral part of the language teaching material and have an important role in language teaching. The purpose of a test is measurement and not evaluation. It serves as an important feedback system to test effectiveness of teaching. A test can be oral or written, a group test or an individual test.

Preparation of tests

Objective test items are designed to elicit specific responses from the student and can be quickly marked as correct or incorrect. An item is an entire question and in a multiple choice item only one response or option is correct. Objective test items can be of two types : discrete items and passage items. Tests can be constructed successfully only after the objectives of the course are finalized. A teacher has to determine the objectives of the test as well and prepare a general plan in advance In modern language teaching an equal emphasis is given to all the four basic skills of language right from the begining of the course, therefore the tests are to be prepared accordingly. Timing is an important factor of testing. Both the duration of a test and its proper administration at regular intervals are essential factors to be kept in mind.

There are three main stages in the preparation of a test.
(i) **Planning** : This covers outlining of test, listing of topics, casting

of ideas for items and material collection. (ii) **Composition** : This includes the composition of actual items and choice for objectivity. (iii) **Analysis** : This stage consists of determining difficulties and discrimination of test items. Speediness of test and scope for its improvement.

A good test is valid, reliable, scorable and economic. As the objectives, methodologies and problems of first, second and foreign language teaching are different, the test preparations shall accordingly be different. Unfortunately this basic difference has not been given much consideration by linguists while preparing tests. While as a second/foreign language test organizer has to concentrate on measuring basic language skills the first langua e test organizer shall concentrate on testing of literary skills.

Test and Quiz

The basic difference between a test and quiz is the way these are conducted. While as a test is announced in advance and covers a specific unit of teaching material, quiz is held unannounced. Quizes encourage students to devote time regularly to their studies. It has a positive impact on student's learning and provides them with ample practice to face the tests with less nervouseness. The value of the test lies in the thoroughness with which it examines the course under study.

Types and functions of tests

Tests have three main functions for language teaching purposes. i.e. (a) The tests may be given at the begining of the course to determine an aptitude and background of the learner. Such tests are called **prognostic** tests. These tests can measure visual perception, oral perception, reading speed, writing speed, listening comprehension, verbal intelligence etc. (b) The tests may be given during the period of a course to measure the extent to which a learner has mastered various portions of teaching materials at fixed points. Such tests are called **diagnostic tests**. These are also refered as **progress** or **indicator** tests. The items

selected for testing shall be from various language levels i.e. phonology, Morphology and Syntax. (c) The tests given at the end of a course are called **achievement/proficiency** tests. It defines a student's level of achievement in reference to specific type of employment or instruction. It is not related to a particular course but is of a terminal behaviour. While as an achievement test measures the student's success in terms of course and is context bound, a proficiency test measures the student's mastery over specific language skills in practical situations and is context free.

Language testing in India

A first serious attempt to study the pros and cons of language testing in India was made during the first National Workshop cum Seminar organised by the Central Institute of Indian Languages, Mysore in 1972. Since then enough work has been done in this field by organizations like the Institute of Psychological and Educational Measurement, Allahabad, Central Institute of English and Foreign languages, Hyderabad, National Council of Educational Research and training, New Delhi, Central Institute of Hindi at Agra and at C.I.I.L. Mysore. The non-academic organizations like Institute of Banking Personnel Selection and Staff Selection Commission which are responsible for recruitments have prepared question banks in English and Hindi. The Central Institute of Indian Languages, Mysore conducted a National workshop on "Preparation of tests in Indian Languages" at Bhubaneshwar in November, 1985 and guidelines for the preparation of proficiency tests were prepared. Language proficiency tests in all the major Indian Languages have been prepared by now.

However, all the concerned agencies have concentrated mainly in the preparation of language proficiency tests and their sole aim has been to assess the proficiency of students/candidates for such purposes as admissions, job selection, training and evaluation of language courses. Not much has been done in the preparation of prognostic and diagnostic tests which form an important part of second/foreign language course. Whatever the materials are

available need to be tested further for their effectiveness, thereby to improve the test construction.

Language proficiency tests in Kashmiri

In the light of guidelines as prepared by the CIIL Mysore, excerpts from the language proficiency tests in Kashmiri as prepared by the author have been given here. They cover almost all the domains of language proficiency. The items are of multiple choice.

Reading Comprehension

It tests the candidate's ability to read and understand. What is stated or implied in a written passage is to be evaluated by asking questions based on it.

Example : **kachvI tI khargosh** (Tortoise and hare)

ᵊkis jāglas manz ə:s' kachvI tI khargosh roza:n. cū:ki kachvI o:s va:rI va:rI paka:n l'aha:za o:s khargo:sh ᵊmis hame:shI ṭhaṭhI kara:n. ᵊm' o:s kachvI basi:r onmut. doha:akh ban'o:v kachvas p'av buthi khargo:sh. Khargo:shan h'ot beyi kachvas maza:kh karun kachvI a:v tə:shas manz tI vonInas, "haya: khargo:sha tse chuy panIni te:z paknuk sakh ca:v vɔlI ma:n karav. Khargo:sh gav yi bu.zith hə:ra:n tI tro:vun baḍi asun. o:r, a:v sha:la akh. yimav bano:v yi jaj. sha:lan ho:v yiman du:r ᵊkis ya:ri kulis kun tI vonInakh. yus ath kulis nish gɔḍn'ath va:ti su ze:ni yi do:r dɔshvay gᵊyi taya:r tI mukabalI gav shoru.

khargo:shan tra:vi voṭI pātsh dᵊh tI gav brōh ni:rith. va:ryah brōh pᵊkith yeli ᵊm path kun nazar trə:v kachvI vuchun yᵊḍ khakhri va:rI va:rI paka:n. kadam ṭhᵊhro:vun. sū:cun. ama: ami paknI kar va:ti yi yotnas. chuna salah ta:m tra:vav lara. yi b'u:ṭh ᵊkis kulis tall kani ḍa:ph trə:vith.

kachvI ru:d bara:bar paka:n yuthuy su otnas vo:t ati vuchun khargo: shas nendIr pe:mIts. kihI:y vonInas nI tI kadam tho:vun jə:ri. va:rI va:rI gav paka:n tI vo:t panInis mᵊnzlas. kēts I ka:lI patI gav khargo,sh hushya:r tI trə:van do:r. yuthuy yi ya:rikulis tal vo:t ati vuchun kachvI brōhly hə:zir. akli bakal gᵊyas. sha:lI

ka:kh vothus, "khargo:sha kachvI vo:t tse brōth, tse ho'ruth tI kachvan z'u:n. yi bu:zith gəyi khargo:shas sharmi sI:t kə:r ave:-za:n. təm h'ok nI kachvas kun buth dith.

Main idea questions :

asi chu ami dəli:li manzI yi sabakh mela:n "We get the following lesson from this story"

a, asi pazi te:z do: run

b, asi pazi va:rI va:rI pakun

c, va:rI va:rI tI laga:ta:r kə:m karnI sI:t' cha ka:myə:bi mela:n

d, gumanḍ a:sun chu:nI ja:n.

Detail questions

khargo:shas tI kachvas o:s do:run "hare and tortoise had to run"

a, jāglas manz

b, ya:ri kulis ta:m

c, bo:ni kulis ta:m

d, ba:las ta:m

Cause and effect questions

khargo:sh kya:zi o:s kachvas ṭhaṭhI kara;n "Why was hare taunting the tortoise"

a, tik'a:zi su o:s kachvI sIndi kho:tI z'a:dI khu:bsu:rat

b, tik'a:zi kachvI o:s va:rI va:rI paka:n

c, tik'a:zi khargo:sh o:s s'aṭha gumāḍi

Inference questions

kachvan z'u:n tik'a:zi "the tortoise won because"

a, su pok khargo:sh sIndi kho:ti z'a:dI te:z

b, khargo:sh ru:d kulis tal shongith

c, su ru:d va:rI va:rI paka:n tI kuni ti ṭhəhro:vun nI kadam

Vocabulary questions

basi:r anun gav "to tease means"......

a. tāg anun

b, sata:v tulun

c, heḍun

d, khɔsh karun.

Lexical skills

It tests the candidate's knowledge of vocabulary and ability to use it appropriately. Meanings of words or phrases in the context of sentences and word synonyms and antonyms are to be tested.

Word meanings

	nüdlbo:n		saja:vun		sanz karun
	"lovely'		"to decorate"		"to arrange"
a,	khu:bsu:rat	a,	she:run	a,	shoru karun
b,	shu:blvun	*b,*	pə:run	b,	ne:run
c,	ja:n	c,	sāba:lun	c,	pakna:vun
d,	or	d,	thavun	*d,*	intiza:m karun

Synonyms

	ya:vI		akIlmād		muṛI
	'beautiful"		"wise"		"illiterate"
a,	ja:n	a,	te:z	a,	jə:hil
b,	khu:bsu:rat	*b,*	ga:ṭul	b,	be:kIl
c,	shaki:l	c,	mashhu:r	*c,*	anpaṛ

Antonyms

	ja:n		lɔkca:r		marId
	"good"		"childhood"		"man"
a,	be vɔpha	a,	javə:ni	a,	insa:n
b,	galat	*b,*	bujar	*b,*	zana:n
c,	khara:b	c,	boḍ	c,	ku:r

Contextual meanings

batI chi kheva:n
"rice is eaten"

a, ca:y
b, tsū:ṭh
c, sigre:ṭh

philim chi vucha:n
"movie is seen"

a, kə:m
b, ḍrə:ma
c, ca:y

Structure of language

It tests the candidate's knowledge of structure of language and his ability to make functional use of such knowledge.

Sentence completion

yus yus ləṛkI para:n chu

a, su su gatshi phe:l
b, su su kari ə:sh
c, su su gatshi pa:s

ku:r cha kə:m

a, para:n
b, kara:n
c, paka:n

Error detection

su ləṛkI yim (1) kita:b para:n chu, (2) chu (3) m'o:n ya:r

a, 1
b, 2
c, 3

tim ḍa:kṭar yim (1) haspata:las tal (2) kə:m kara:n chi (3) chi s'aṭha (4) kə:bil

a, 1
b, 2
c, 3
d. 4

Transformation

ləṛkI chu kita:b para:n "boy is reading a book"

a, ləṛkI o:s kita:b para:n

b, ləṛkI kita::b para:n o:s

c, ləṛkI para:n o:s kitab

d, ləṛkI para:n kita:b o:s

Formal Grammar

yi ləṛkI chu s'aṭha ga:ṭul tI

hɔ ku:r cha s'aṭha sɔndar

The adjectives in this expression are

a, yi, hɔ

b, chu, cha

c, ga:ṭul, sɔndar, s'aṭha

d, ləṛkI, ku:r

bI chus kita:b para:n tI tsI chuk ṭi:vi: vucha:n

The main verbs in this sentence are

a, bI, tsI

b, chus, chuk

c, kita:b, ṭi:vi:

dpara:n, vucha:n

Writing and composition

It tests the candidate's ability to communicate through writing and to organize writings in logical sequence appropriately. Example :

Spelling

Which one of the following words is correctly spelt ? A candidate has to tick mark a word spelt correctly amongst words spelt wrongly.

Idioms and proverbs

Tick mark the correct meaning of "naras khar tI kharas nar" in :

a, naras chu khar tI kharas nar

b, gə:r mo:zu:n a:sun
c, beto:r jo:rI
d, akh əkis bilku phirith a:sun

akh tI akh gəyi kah

a, akh tI akh gəyi kul kah
b, yakut chu mazbu:ti hInz nishə:n
c, yikIvaṭI ro:zun chu ja:n

Precise writing

kəshi:r cha hendusta:nIc akh riya:sat yi cha kəhav tI ba:lav sI:t' ənd' ənd' vəlith ati chu mo:sam z'a:dI tar ṭhanḍI a:sa:n. l'ahaz chi lu:kan sardi nishi bacnI khə:trI panIn' garI troprith p'ava:n tha:vIn' tI panun pa:n garIm palvav sI:t' vəlith tha:vun.

The theme of the above sentences can be precisely expressed as,

a, hendusta:nas manz cha kəshi:ri manz sardi a:snI kin' lu:kan garIm palav laga:vIn' p'ava:n tI garI troprIn'p'ava:n.

b, kəshi:r pəhə:ṛi ja:y a:snI kin' chi lu:kan sardi nishi bacnI khə:trI panIn' garI tI panun pa:n baca:vIn' p'ava:n.

c, kəshi:ri manz sardi a:snI kin' chi lu:kh garIn palav laga:va:n tI panIn' garI troprith tha:va:n.

Text organization

1. bI vo:tus ṭhi:kh tso:ri baji bas adas p'aṭh.
2. me kor panun sa:ma:nI bād.
3. me ən' ṭikaṭ tI b'u:ṭhus basi manz
4. me o:s dili sa:las gatshun

The above sentences can be organized into a meaningful text in the following order.

a, 1, 3, 2, 4
b, 3, 1, 4, 2
c, 4, 2, 1, 3
d, 2, 4, 3, 1

Letter writing and composition

Which of the following expressions is appropriate while applying for leave.

a, me diyiv chuṭi: bI yimI nI sku:l
b, me gatshi az chuṭ':
c, me cha akh zaru:ri kə:m l'aha:za hekI nI sku:l yith.
d, me cha nI sku:l yinas marzi.

Listening Comprehension

This tests the candidate's ability to listen to and understand a spoken discourse, such as a lecture, narration, a speech or dialogue.

Example

dunyi:can sa:rinIy zaba:nan hInd' pə:ṭh' chu kə:shri zabə:n' ti ba:kIy zaba:nav nishi phə:ydI tulith panInis laphzI vəthris hur'ar kormut poz khə:li laphzly o:t chi nI kuni zabə:n' hund asIl tI a:gur mushkhas karnas manz madadga:r sə:bit sapda:n. zabə:n' hund a:gur za:nInI khə:trI chu am'uk a:va:zI vothur, laphzI vothur jumlan tI maha:vran hund garut tI laphzan hund ma:ne be:tri ti vuchun peva:n. kə:shris mutlak chi kĕh ə:lim le:kha:n zi yi chanI darId zaba:nI kəbi:lIc. kĕh chi vana:n yi cha hind a:ryə:yi zaba:n tI ath chu sanskrItas sI:t' suy rishtI yus rishtI ba:kIy hindustə:n' zaba:nan misa:ley, panjə:b', ordu:, hendi, be:tri zaba:nan chu kĕh chi ath ve:dik zabə:n' manzI dra:mIts zaba:n ma:na:n. vedic zaba:n chi ve:dan manz varta:vnI a:mIts zabə:n' vana:n amiki gre:mrIk' kə:ydI murtab sapdanI patI p'av əth' zabə:n' sanskrIt na:v.

khə:r kulas p'aṭh chu kə:shri zabə:n' hund a:gur s'akI sa:n vanun vuni mushkil, ath p'aṭh chu məzi:d təhki:kuk zaru:rath.

Q. 1. Main opinion about the origin of Kashmiri is ;

a, kə:shir zaba:n cha sanskrItI manzI dra:mIts.
b, kə;shir zaba:n cha vedic zabə:n' manzI dra:mIts.
c, kə:shir zaba:n cha dard kha:nda:nIc.

Q. 2. Vedic language is defined as;

a, SanskrItI manzI dra:mIts zaba:n

b, Ve:dan manz varta:vnI a:mIts zaba:n

c, Ve:dav manzI dra:mIts zaba:n.

Q. 3. Dard is;

a, i:ra:nas manz bo:lnI yinI va:jni zabə:n'.

b. kəshi:ri manz bo:lnI yinI va:jni zabə:n'

c, a:rya: ko:mci timI zabə:n' yimI dardista:nas manz bo:lnI cha yiva:n.

VI

Problems in Learning Kashmiri as a Second Language

An attempt has been made to highlight various problems which a learner/teacher faces while learning/teaching Kashmiri as a second language. The observations made here are based on teaching Kashmiri as a second language in an adult multilingual context i.e. the learners have been between 25 to 45 years of age with various linguistic, cultural and intellectual backgrounds. All Indians, mostly with their MT as one of the recognised regional languages of the Indian constitution.

Generally the problems arise because of (a) the interference of L 1 usually the MT of learners and (b) the peculiarity in the structure of L 2. The problems have been worked out here at all the linguistic levels of language i.e. phonetic, morphological, syntactic etc. which govern the process of learning of all the basic skills i.e. listening, speaking, reading and writing and are presented in a brief and precise way. They can be summarised as (i) phonetic: (a) inability to listen and speak the sounds correctly under the influence of L 1 and (b) specific nature of kashmiri sounds e.g. central vowels/I, I:, ə, ə:/, alveolar dental affricates/ ts, tsh/, palatalization etc. (ii) Morphological : the complex grammatical structure of kashmiri i.e. the lack of regularity of rules

applicable in its grammatical categories and morphological processes makes the word formation a difficult task for the learner e.g. gender, case, tense, the usage of pronominal suffixes, modal verbs etc. pose many problems for the learner. (iii) Syntactical: the learners being adults think and verbalize a thought in their L 1 and later translate it into L 2 resulting in errors. Very frequent errors in sentence formation are committed by wrong word order and agreement. (iv) Script : the Perso-Arabic script used for writing Kashmiri has its limitations there by making the reading and writing skills quite difficult, suggestions to standardize this script have been given here (v) Some more problems can be attributed to the non availability of proper text books/teaching materials and the general conditions like the lack of environment etc.

1. Problems related to phonetics

The first and foremost task in learning a foreign/second language is the mastery of its sound system i.e. to understand speech mechanism and to be able to listen and speak the sound correctly.

The interference from L 1 to L2 is one of the basic difficulties in learning a second language particularly its pronunciation. Like every language Kashmiri also has its specific nature and particular habits, certain type of phonetic problems are due to arise for the learners.

1.1. Sounds which have some resemblance to other tongue sounds but have a different value or are still different are often mispronounced by the learners who think that they are well acquainted with them already.

Examples

Kashmiri back mid long vowal /o:/ is understood by Hindi/Urdu speakers as the back mid vowel /o/ of their languages where as there is a difference in pronunciation :

Kashmiri		Hindi	
co:r	'dumb'	cor	'thief'
o:r	'there'	or	'this side'

Words with same meaning but different pronunciation :

mo:r	'peacock'	mor
sho:r	'noise'	shor
so:r	'pig'	so:r

1.2. Since the voiced aspirates /bh, dh, gh, jh/are not in Kashmiri therefore, the learners i.e. Hindi/Urdu speakers in whose MT such sounds are present often pronounce the voiced unaspirated stops of Kashmiri as voiced aspirates.

Examples :

bagva:n	bhagva:n	Ġod'
janḍI	jhanḍI	'flag'
dar m	dharm	'dharma'
garI	ghar	'home'

1.3. Learners from Hindi/Urdu background utter the voiceless aspirated stops as voiceless unaspirated in the final position.

ra:t (h)	'night'
naphrat (h)	'hate'
dava:t (h)	'inkpot'
shak (h)	'doubt'
sabak (h)	'lesson'

1.4. Speech sounds which are different in Kashmiri from other languages are usually pronounced wrongly.

Examples

Vowels

Central	high	vowels	I	I :	as	ə	ə :	
Central	mid	vowels	ə	ə :	as	a	a :	
Back	low	vowel	ɔ		as	o		

tIr	'a piece of cloth'	tər	"she crossed"
tI:r	'cold'	tə:r	"made her cross"
tər	'(she) crossed'	tar	"cross"
tə:r	'made (her) cross'	ta:r	"make cross"
dɔd	'milk'	dod	"burnt-m"

Consonants

Voiceless unaspirated alveolar-dental affricate /ts/ and

voiceless aspirated alveolar-dental affricate /tsh/, are pronounced as/c, ch/ palatal affricates respectively.

tsI	'you'	cI
tsal	'run away'	cal
tshal	'trick'	chal

1.5. Consonant clusters

Most of the learners break the consonant cluster in the initial position by inserting a vowel in between.

Examples :

tram	t (a) ra:m	'copper'
phras	ph (a) ras	'poplar'
phras	ph (a) ras	'poplar'
kra:l	k (a) ra:l	'potter'

1.6 Nasalization

Nasalization is phonemic in Kashmiri. Though there is a clear contrast between nasal and non nasal sounds but the learners often take liberties with it. Some of them substitute nasalization by a nasal consonant.

Examples

pəz	'truthful' (f.s.)	pə̃z	'monkey' (f.s.)
god	'hole'	gõd	'a bouquet'
vo:t	'(he) arrived'	võ:t	'depth'
she:kh	'muslim surname'	shẽ:kh	'conch'
ba:g	'garden'	bã:g	'crowing of a cock'

1.7 Palatalization

Palatalization is an interesting feature of Kashmiri language. There is a clear contrast of palatal and non-palatal consonants. The pronunciation of palatalized consonants is also a major handicap of the learners. They cannot contrast between the palatalised and non-palatalised consonants

Examples

m'o:n	'mine'	mo:n	'accepted'
shur'	'children'	shur	'child'
mə:l'	'fathers'	mə:l	'appetite'
kə:shir'	'kashmiris 'm.p.	kə:shir	'kashmiri' f.s.

1.8. There are some speech sounds which are wrongly pronounced by the learners owing to their absence in their MTs. e.g. Assamese speakers utter retroflex stops/ ṭ, ṭh, ḍ/ as Alveolar-dental stops /t, th, d/.

2. Problems related to Morphology

The structural difference between L 1 and L 2 being one of the major factors in language learning. The less being such difference, the more easy it is for the learners to learn and vice versa. Hence the interference from L 1 is one of the basic difficulties in the learning of L 2. Kashmiri language being a non-cognate one for almost all of its learners poses some common problems to all, because of its complex and unfamiliar grammatical structure i.e. the lack of regularity of rules applicable in its morphological processes and grammatical categories, there by making the word formation a difficult task for its learners.

Besides, our learners being trained through a traditional grammar translation method with translation as an active skill of language teaching/learning, expect the teacher to translate and define every grammatical category and all parts of speech of the TL or L 2. Some of the very frequent problems related to morphology are as follows :

2.1 Gender

Gender being inherent, all nouns in this language are divided into masculine and feminine. Animate nouns follow the natural gender i.e. males being masculine and females being feminine. While as a number of inanimate nouns can be recognised by various endings of the words, but much depends on the guess work or cramming power of the learner to find the out gender of a particular item. The gender formation processes are irregular.

2.1.1 Masculine forming suffixes

—da:r	duka:nda:r	'shopkeeper'
—vo:l	maka:nIvo:l	'house owner'
—ul	ga:ṭul	'wise' (m.s.)
—ur	ko:tur	'pigeon'

2.1.2. Feminine forming suffixes

—en'	mozu:r-en'	mozren'	'labourer' (f.s.)
—in'	khar-in'	khərin'	'an ass' (f.s.)
—ə:n'	gujur-ə:n'	gujrə:n'	'A Gujar woman'
—va:jen'	ga:ḍl-va:jen'		'fisher woman'
—ba:y	ma:shṭar-ba:y		'teacher' (f.s.)
—Ij	ga:ṭIj		'wise' (f.s.)
—Ir	phot-Ir	phɔtIr	'a small basket'

2.1.3 Nouns which have no such endings are very difficult for the learner to classify. Such nouns may include names of fruits, vegetables, trees, days of a week, months of a year, seasons and almost all those items which have been borrowed from other languages.

Examples

tse:r (f)	'appricot'	ha:kh (m)	'karam'	kursi: (f)	'chair'
tsü:ṭh (m)	'apple'	pa:lakh (f)	'spinach'	me:z (m)	'table'
ḍu:n (m)	'walnut'	o:luv (m)	'potato'	redyo: (m)	'raḍio'
gila:sI (m)	'cherry'	muj (f)	'raddish'	pākhI: (m)	'fan'
				kita:b (f)	'book'

2.1.4. Certain errors are committed because of the L 1 interference of the learner i.e. there are certain nouns which though borrowed from a common source are masculine in Kashmiri and feminine in Hindi/Urdu and vice versa.

Examples :

Hindi/Urdu	Kashmiri	
a:dat (f)	a:dath (m)	'habit'
ki:mat (f)	ki:math (m)	'price'
qo:m (f)	ko:m (m)	'community'
ta:r (m)	ta:r (f)	'telegram'
ruppaya (m)	rɔpay (f)	'rupee'
ruma:l (m)	ruma:l (f)	'handkerchief'

2.1.5. Nouns whose opposite gender is formed by suppletion also involve a lot of memorization as the only alternative for the learner.

Examples

d ā:d	'bull'	ga:v	'cow'
kaṭh	'ram'	gəb	'sheep'
marId	'man'	zana:n	'woman'

2 1.6. Some verbal forms i.e. simple past, perfect etc and a class of adjective which agree with the Gender and Number of the object/subject, also involves a very complicated process of Gender and Number formation.

Examples

vɔzul	vɔzlI'	vɔzij	vɔzlji	'red'
tshoṭ	tshoṭ'	tshoṭ	tshɔci	'dwarf'
por	pər'	pər	pari	'read,
go:s	gəyi	gəyas	gəyi	'went'
kormut	kərmlit'	kərmtsI	karimats	'done'

2.2. Case

The case markers in Kashmiri can be divided into two groups according to their syntactic occurance in a sentence (a) case markers which are directly added to the NP e.g. Ergative, Dative and (b) case markers which are added after the case suffixes to theNP e.g. Ablative, Locative, Sociative, Instrumental and Genitive.

2.2.1. Case-suffix and Case-marker

The case forms which take case markers as post positions also take case suffixes added to the subject which thereby precede the case-markers. The case suffixes are inflected for the Gender and Number of the subject.

In some cases the case-suffixes resemble the case markers of other case forms, which seems to be accidental i.e. the case suffixes used in locative and sociative resemble to the case markers of dative and those of instrumental resemble to the ablative. This results in confusion for the learners and they usually mix up the two.

The pattern of case suffixes and case markers is quite specific to this language and is much different than many Indian Languages where the subject remains unchanged and a post position/ pre-position is used to specify the case.

Kashmiri			Hindi
Nom.	ra:ml	'Ram'	ra:m
Dat.	ra:mas	'To Ram'	ra:m ko
Agen.	ra:man	'Ram'	ra:m ne
Gen. Poss.	ra:mun	'Ram's'	ra:m ka

2.2.2 The Genitive case form is the most complicated where besides the case suffixes the three groups of case-markers are also inflected for the Gender and Number of the object.

2.2.3. Construction of compound cases is much complicated e.g. m'a:ni sku:lkis hedma:star slndis necvis
'to the son, of the headmaster, of my school'

2.3. Modal Verbs

Although the modal verbs i.e. pazun 'should', yatshun 'to wish', gatshun 'to wish', hekun 'can', tagun 'to know', lagun 'should' (with reason), follow a different pattern and can be differentiated from other verbs by their usage in the language e g. they take a main verb with them in a construction and function in a very irregular way i.e. they differ further amongst each other in their usage and create a lot of confusion for the learners.

2.3.1. Similarities

(i) A modal verb always takes a main verb in infinitive form.

(ii) A modal verb agrees with the subject in person and with object in number and main verb agrees with the object in Gender and Number.

(iii) Conditional suffixes can be added to all the modal verbs.

2.3.2. Disimilarities

(i) Subject is always in dative case except in 'yatshun' and hekun' where the subject is in Nom. case.

mepazi/tagi/lagi	me chu laga:n	'I can'
bI yatshI/hekI	bI chus yatsha:n	'I wish'

(ii) I and III person forms are same in simple future except in 'yatshun' and 'hekun'.

me/asi/təmis/timan tagi ba:li gindun — 'I/we/he/they can play ball'

bI yatshI	'I would like'
su yetshi	'he would like'
əs' yatshav	'we would like'
tim yatshan	'they would like'

(iii) 'pazun' and 'lagun' cannot be inflected for simple past while other modal verbs have simple past forms.

(iv) 'pazun', 'lagun' and 'gatshun' have no perfect tense forms while all others have.

(v) 'pazun' and 'gatshun' have no progressive forms while others have.

(vi) The modal verbs 'gatshun' and 'lagun' resemble the main verbs gatshun 'to go and lagun' 'to get pain/cut' in form therefore, create a confusion for the learners.

2.4. Amongst the intransitive verbs **asun** 'to laugh' **vadun** 'to weep' and **natsun** 'to dance' are exceptions to the system, while the first two follow strictly the system of transitive verbs in their usage i.e. in simple past, perfect etc. with their subject in Agentive case, the latter can be used both like transitive and intransitive. e.g. me nots 'I danced', bI notsus' I danced'.

2.5. Past tense

The three way past tense system i.e. **simple** me kh'av 'I ate', **indefinite** me khe-yo:v 'I ate' and **remote** me kheyeyo:v 'I had eaten' adds up to the problem of learners, who cannot underst-and the exact time demarcation of three. This difficulty is

further enhanced by the inflection of the suffixes which agree with the Gender and Number of the object and person of the subject.

2 6 Pronominal suffixes

Pronominal suffixes are a typical and a very interesting characteristic of Kashmiri langı age. They correspond to the personal pronouns and are fused with finite verbal forms to indicate the agent and/or the object and/or the indirect object of the verb. The use of such forms is very frequent in both written and spoken Kashmiri.

Pronominal suffixes can be added directly to the following forms of the verb. 1. Simple past, 2 Imperative, 3 Simple future, 4 Auxiliaries, 5. Counter to fact etc. They are inflected for the number, gender and person with the subject/object/person differently under different situations thereby creating lot of problems for the learners. Some of the examples are listed below.

Examples

(i)	porum	'I read	(m.s.)
	pərim	,,	(m.pl.)
	pərIm	,,	(f.s.)
	par'am	,,	(f.pl.)
	poruth	'you read'	(m.s.)
	pərith	,,	(m.pl.)
	pərIth	,,	(f.s.)
	par'ath	,,	(f.pl.)
	porvI	'you (pl) read	(m.s.)
	pər'vI	,,	(m.pl.)
	pərvI	,,	(f.s.)
	parivI	,,	(f.pl)
	porun	He read	(m.s.)
	pərin	,,	(m.pl.)
	pərIn	,,	(f.s.)
	par'an	,,	(f.pl.)

	porukh	they read'	(m.s)
	pərikh	,,	(m.pl.)
	pərIkh	,,	(f.s.)
	par'akh	,,	(f.pl.)
(ii)	par-um	'you read for me'	(imperative)
	par-us	,, for him'	,,
	par-ukh	,, for them	,,
	pər'-hu:m	'you (pl.) read for me	(Imperative)
	pər'-hu:s	,, for him	,,
	pər'-hu:kh	,, for them	,,
(iii)	por-may	'I read for you'	
	por-mav	,, for you (pl.)	
	por-mas	,, for him	
	por-makh	,, for them (pl)	
	por-tham	'you read for me'	
	por-thas	,, for him	
	por-thakh	,, for them	
	por-nam	'He read for me'	
	por-nas	,, for him'	
	por-nakh	,, for them'	
	por-ham	'They read for me'	
	por-hay	,, for you	
	por hav	,, for you (pl.)	
	por-has	,, for him	
	por-hakh	,, for them	
(iv)	par-ay	I will read for you'	
	par-o:v	,, for you (Pl.)	
	par-as	,, for him	
	par-akh	,, for them	
	par-ham	'you will read for me'	
	parI-has	,, for him	
	parI-hakh	,, for them	
	par-'am	'He will read for me'	
	par-iy	,, for you	
	par-'as	,, for him	
	par-'akh	,, for them.	

3. Problems related to Syntax

Very frequent errors in sentence formation are committed by wrong word order and concord (agreement).

3.1. Word-order

As all the languages put words together differently to frame a sentence but this aspect is mostly ignored by the learners and the following type of sentences are framed under the influence of their L 1. As in Kashmiri most of the sentences are formed of SVO pattern, contrary to almost all the major Indian languages where the dominant word order is SOV.

Examples :

S	O	V	S	V	O
mɛ	ləṛka	hū	"I am a boy'		
bI	ləṛkI	chus	bI	chus	ləṛkI
ləṛka kitab paṛ raha hɛ			"Boy is reading a book"		
ləṛkI kita:b para:n chu			ləṛkI chu para:n kita:b		
mɛ ne khana khaya hɛ			"I have taken meals"		
me batI kh'omut chu'			me chu kh'omut batI		

The object, if any, may precede or follow the MV, Both orders unlike in other Indian languages are grammatical and acceptable e.g.

bI chus kita:b paran: — bI chus para:n kita:b
"I am reading a book"

ləṛki hekI kita:b pərith — ləṛkI heki pərith kita:b
"Boy can read the book'

tse kya: chuth kh'o:mut — tse kh'o:mut ka': chuth
'what have you eaten '

3.2. Concord

The agreement of the copula verb and main verb i.e. in some verbal forms like simple past, perfect tense etc. with gender and number of subject/object is very irregular. The four term system of verbs, a class of adjectives etc. makes it very difficult for those learners who do not have such systems in their L 1. Some of the very frequent agreements of CV/MV with object/ subject are listed below.

1. The CV agrees with subject and object in both number and gender.

yi chu kul	'It is a tree'	yi kus chu	'who is he'
yim chi kul'	'there are trees'	yim kam chi	'who are they'
yi cha kūz	'it is a key'	yi kəsI cha	'who is she'
yimI cha kūzI	'these are keys'	yimI kamI cha	'who are they'

2. CV agrees with subject in Number, Gender and Person.

bI chus kə:shur	'I am a Kashmiri' (m.s.)
əs' chi kə:shir'	'We are Kashmiris' (m. pl.)
bI chas kə:shir	'I am a Kashmiri' (f.s.)
əs' cha kə:shiri	'we are Kashmiris' (f. pl.)

3. MV agrees with object in Number, Gender and Person.

me por akhba:r	'I read a newspaper'
me pər' akhba:r	'I read newspapers'
me pər kita:b	'I read a book'
me pari kita:bI	'I read books'

4. MV. agrees with subject in Number, Gender and Person.

bI go:s dili	'I went to Delhi' (m.s)
əs' gəyi dili	'we went to Delhi (m.p.)
bI gəyas dili	'I went to Delhi' (f.s.)
əs' gəyi dili	'we went to Delhi' (f.p.)

5. CV and MV agree with subject in Person and Object in Number, Gender and Perfect forming suffixes agree with subject/or object in number, gender and person.

me o:s pormut akhba:r	I had read the newspaper'
me ə:s' pərmIt' akhba:r	'I had read newspapers'
me ə:s pərmIts kita:b	'I had read a book'
me a:sI parimatsI kita:bI	'I had read the books'
bI o:sus go:mut dili	'I had gone to Delhi' (m.s.)
əs' ə:s' gə:mIt' dili	'we had gone to Delhi' (m.p.)
bI ə:sIs gə:mIts dili	'I had gone to Delhi' (f.s.)
əs' a:sI gə:mItsI dili	'we had gone to Delhi' (f.p.)

6. MV agrees with subject in Person, Number and object in Number.

bI paran kita:b	'I will read the book'
bI parakh kita:bI	'I will read the books'
əs' parIho:n kita:b	'we will read the book'
əs' parIho:kh kita:bI	'we will read the books'
tsI parIhan kita:b	'you will read the book'
tsI parIhakh kita:bI	'you will read the books'
toh' pər'hu:n kita:b	'you (pl.) will read the book'
toh' pər'hu:kh kita:bI	'you (pl.) will read the books'.

4. Problems in script

Kashmiri language has been written in Sharda, Devnagri Roman and Perso-Arabic scripts so far. The first script i.e. Sharda has become obselete and is restricted for its use by a handful of Kashmiri Hindu priests who use it for writing horsecopes etc. Talking about Devanagri and Roman scripts would be like raising the script controversy a fresh Whatever may be the scientific validity of these scripts, especially the Devanagri, they have almost been discarded for Kashmiri language and need not be given a trial again. Thus we are left with Perso-Arabic script which has been approved tor Kashmiri language by the J & K Govt. as well as Academy of Art Culture and Languages, J & K and the literature is available in this very script.

For the learners who have no background of Urdu/Persian languages and for whom writing from right to left is new experience while learning this script. This experience is further complicated by the way we join letters together to make words, as letters have different shapes at different positions in a word and join with each other in an irregular way. I would list here some of the main limitations of this script and suggest for its standardization wherever possible.

4.1. Perso-Arabic script has been modified to fit the sound system of Kashmiri by using certain diacritical marks especially for vowels. Though the usage of these diacritical marks appears

a burden on the part of a learner but by retaining them we can bring this script close to the spoken language. The unpunctuality with the usage of these diacritical marks, i.e. many writers have taken such liberties in their writings, creates a confusion in the minds of the learners e.g. a mere addition or deletion of a particular diacritical mark or a dot can change the meaning of the word.

4.2. Those words which have been borrowed from Urdu and end with unaspirated stops finally although in pronunciation they are aspirated are being written as they are in Urdu, which is unscientific and creates a lot of confusion for the learner.

Examples

bu:ṭ(h) 'shoes', pharak(h) 'difference', sabak(h) 'lesson', ba:pat(h) 'for'

4.3. The usage of twelve Perso-Arabic graphemes representing the phonemes /s,h,x,t,z,g,f,q/ for writing Arabic/Persian loan words in Kashmiri further adds up to the difficulty of the learners. Though their attachment to Kashmiri script is quite unscientific so far as the sound system of the language is concerned but these graphemes have been widely used in Kashmiri writings on the pattern of the Urdu language and shunting these letters out of the script seems a very difficult task if not impossible. This has given rise to the spelling problem for the learners who do not know where to use which letter and the only way out is to memorize it. The presence of these letters further prevents this script from being a phonemic alphabet where each distinctive sound is represented by one symbol only.

4.4. The usage of the letter 'ain' which is somewhat close to /a/ also creates confusion especially in the medial position of a word where sometimes it forms a sequence with some other vowel which is unacceptable phonemically.

Examples

tə:li:m 'education, tə:ri:ph 'praise', ta:ruph 'introduction', shə:yir 'poet', i:d 'Id' (festival).

4.5. The scribes or caligraphists make this script further awful in their bid to beautify it by using various meaningless strokes here and there. Perhaps, they are unaware of the fact that their this move of beautification may lead to confusion for the readers. I have myself been unable to read the names of many magazines or books on their title pages which are over burdened by many meaningless strokes.

5. Kashmiri is being taught as a second language in the Northern Regional Language Centre, Patiala, of the Central Institute of Indian Languages, Mysore since 1971. This is the only place outside Kashmir for teaching of this language. The faculty members of the Northern Regional Language Centre, Patiala, and CIIL, Mysore have produced several teaching materials in Kashmiri i.e. An Intensive Course, Intermediate Course and Advanced Course in Kashmiri, Kashmiri Phonetic Reader, Kashmiri-Hindi Common Vocabulary, Kashmiri Glossary, State School Readers in Kashmiri, Spoken Kashmiri, Kashmiri Pictorial Glossary etc. some of these materials are not available in print form as yet. These materials are not adequate enough to serve the complete purpose of teaching Kashmiri as a second language and there is an urgent need for the preparation of the additional materials like : Graded supplementary Readers with topics that would attract adults, Cultural Readers, Newspaper Readers, skill oriented language laboratory materials.

Hence the non availability of enough teaching/supplementary materials printed or otherwise is a great cause for the lack of interest amongst the learners of this language.

6. **Miscellaneous Problems**

1. Some learners being adults are hardly ready for loud reading, continuous repetitions (drills), mimicry and role play. They are not ready to accept their mistakes easily.

2. The lack of motivation on the part of learners is a main handicap. Some people are psychologically incapable of learning a second language.

3. Literature raises many problems main one being of linguistic nature i.e. in a graded course literature is introduced at an advanced level. A proper gradation of literature needs to be done.

4. The lack of environment also results in problems. The learners must get ample exposure to the enviroment where the target language is used as a native language.

5. Lack of adequate supplementary materials including newspapers and current magazines.

VII

Language Planning in India

There is no doubt that the contribution of Indian and foreign linguists to the study and development of Indian languages has been enormous. From linguistic surveys to descriptions of languages and from application of linguistics to language teaching, literacy, lexicography, translation to psycho and socio-linguistics the impact has been remarkable. In today's world torn by linguistic, religious, ethnic, regional and ideological factionalism linguists have assumed an important role. Under the circumstances India a mini world in itself is more fertile and prone to such conflicts and problems. Unlike in India most of the nations have, if not one, a dominant language, a dominant religion a dominant ethnic group and a dominant way of life. In a multilingual, multicultural, multireligious and multiethnic country like India the problems are multidimensional and challenging for our nation builders.

All issues concerning the languages i.e. development, policy and planning should be the joint concern of educationists, linguists, authors, common speakers, mass media people and politicians. Unfortunately politicians dominate the decisions. Language policy is framed by them and language planning is left to the rest. However, both are interrelated and interdependent issues. Commenting on language planning Haugen (1972) remarks, "Planning is a human activity that arises from the need to find

a solution to a problem. It can be completely informal and adhoc, but it can also be organized and deliberate. It can be undertaken by private individuals or it may be official". Language is a key to the understanding of socio-economic process of a society and linguists have a role to make the language related issues explicit.

In a multilinguistic country like ours sociolinguists have a role to play for identification, comprehension and solution of the problems. The religious, cultural, linguistic and regional sentiments of people are to be taken into consideration while formulating a language policy.

In a country with 1652 mother tongues, ten major script systems, language development, language use and language planning pose major challenges. This is further made complicated with the highest percentage of illiteracy and more than half of our population living below poverty line. Even in European countries, national languages are profoundly subjected to language planning of various sorts (Haugen 1972). The western model of language planning which aims at the replacements of many languages by one and many varieties by one standard variety may not work in Indian context. In Indian situation such a move would give an impression of imposition of limitations and would face strong resentment. Languages are to be planned without weakening the national fabric on one hand and maintaining the identity of the regional and minority languages on the other hand. Before we come up with suggestions let us study the language planning from retrospect.

Macaulay, the legal adviser to the supreme council of India in 1835 and the proponent of English based education in India said. "It is impossible for us with our limited means to attempt to educate the body of the people. We must at present do our best to form a class who may be interpretters between us and the millions whom we govern—a class of persons Indian in blood and colour but English in taste, in opinion, in morals and in intellect." (H. Sharp 1920). Britishers used "Convenience" as an argument

for imposing English in administration. Unfortunately the same argument is used in a different garb even today. Although English is not spoken by more than 2% of our population it continues to dominate in administration, judiciary, higher and technical education, and about fifty percent of books published annually in India are in English, as a result a very marginal class of our society has benefited of the development and education at the cost of the large majority of our people.

The Indian constitution guarantees the language rights of people. Munshi and Chakrabarty (1979) recognize two sets of languages called the official language and the regional language. Article 29 guarantees the right of any group of citizens to preserve its. "distinctive language, script or culture". Hindi has been listed as official language and English as an associated official language for a limited number of years (however, it still continues to be so). State legislatures have been allowed to adopt any one or more languages in use in the state for all official purposes in place of English. Article 351 provides that the Union should promote the spread of Hindi and encourage for its assimilating words from Sanskrit and other Indian languages without losing its identity. The eighth schedule lists fifteen regional languages.

Therefore there are two categories of languages constitutionally. (1) The official language that is Hindi with a time bound alternative in English and (2) Other scheduled languages. As only fifteen regional languages have been included in the eighth schedule of the constitution so far, there are constant pressures from the supporters of other such languages like Dogri, Maithili, Nepali, Konkani etc. for their inclusion as well.

The education Commissions as set up by the Govt. of India from time to time i.e. Radhakrihnan Commission 1942, Mudaliyaar Commission 1953, Kotari Commission 1966 and the latest Education policy of 1986 have recommended a three language formula more, or less with same arguments and on same lines. Hindi has been given the status of an official/national language and attributed an additional function of general interaction among

different linguistic groups while as the interactions at a higher or professional and administrative level have been attributed to English an associated official language (for a limited period to be taken over by Hindi in due course of time). They also recommend the formal knowledge of a regional language which may or may not serve as a medium of instruction and official language of the state.

Although Hindi has been listed as a national/official language of India after Independence, English still dominates in administration, judiciary, education, science and technology and Hindi has not been able to replace English in all these areas so far. The proficiency in English is very essential for many professional courses hence the demand for English is increasing. English is the only language which functions as a medium of instruction for all subjects in all levels throughout our country. It has not only effected the Indian language mediums but has pushed them towards being mere subjects. Hindi being compulsory at the school level in most parts of India has not been able to compete with English at College and University level. English therefore persists in higher functions of the language and has assumed a social status in an elite class. However, for general public interests like communication, cinema, mass media and public functions and meetings English has a very limited place.

The three language formula seeks to expand opportunity for all Indians alike. It fulfills their local and regional aspiration on the one hand and prepares them to participate in the national mainstream on the other hand. This further inculcates a feeling of interdependence among languages and cultures in a multilinguistic context, which in the long run leads to national integration. This formula stressed on the knowledge of Hindi, English and a Regional/State language and in case of Hindi mother tongue speakers any other Indian language preferably from south. Although, this system has been in practice from more than two decades now, it has not emerged as a dependent one. It does not answer to all of our language planning needs and has come under

fire from many quarters. The improper implementation by various state has also added to the dimension of problems. Tamil Nadu has reduced it to two language formula. Kashmiri and Sindhi though listed in the constitution have no place in the curriculum of their states, nor are these the official languages or mediums of instruction. The linguistic redistribution of states after Independence ignored a major aspect about the multilingual nature of States which encouraged the dominance of majority over minorities. It also gave rise to many boundary issues between states like Punjab-Haryana, Maharashtra-Karnataka etc., which are yet to be settled. This has been misunderstood with the assumption of one language one state and has further encouraged many movements for further fragmentation of states.

There is an earnest need to recognize the multilingual nature of states and thereby share some of the privileges of major regional languages with the minority languages as well. If this does not happen the minority language supporters shall use the same language as a tool to fight back. One of the efforts in this direction should be to make these languages mediums of instruction in their respective states. Almost every language has one or the other purpose in a multilingual context. These should further be linked with one another to form bridges for people to travel from one path to another. All languages should get equal oppurtunities for their development. According to Pattanayak (1984) "In a plural society languages are used in the same way as dialects in a dominant monolingual society. None uses two languages or dialects for performing same tasks e.g. one uses Hindi for internal movement, English and other foreign languages for larger and selective communication and local/state language for intimate communication needs. There is no apparent clash of interests". Kelkar (1984) hailing the multilingual situation of India observes, "the fact that India has many languages is neither good nor bad, it is simply the legacy of history. What is good or bad is what we make of this fact. Indians tend to leap to one of two extremes. Alternatively, they decide that pride in one's own language is not complete without an obstinate refusal to adjust to or compromise with other

languages. Nobody in his right mind would suggest that aeroplanes or bullock carts ought to be the sole means of transport in a huge and highly populated country like India. We need aeroplanes and bullock carts and a host of other vehicles to fulfill the country's needs. Decisions about language should be taken in a level headed manner after a thorough analysis of costs and benefits."

Besides functioning as official languages in states the regional languages should be made the mediums of instruction right upto the higher level of education without undermining the cause of minority languages. Wherever possible minority languages too could be made the mediums of instruction at basic or primary levels in order to achieve the goal of education through mother tongue. The medium can be gradually shifted to the second language at a higher level. Two main hurdles to the effective use of these languages in education are the lack of text books and well trained teachers The attitude of the dominant or majority community towards minority language and culture is very essential for the growth of a pluralistic society.

To set at rest the apprehension of a large section of our society about the language burden in education, I shall quote Srivastava (1986). Srivastava et al. (1978) conducted an empirical investigation to find out whether learning of more than one language was felt to be a burden by the students, their parents, and teachers. The problem was studied in its totality through a well prepared questionaire. The results conclusively indicated that the inclusion of several languages in the curriculum was not considered to be a burden by the students, their parents and teachers." Hindi which is linguistically and culturally closer to most of the modern Indian languages and is in the real sense the Lingua-Franca of India should be earnestly groomed and backed to function as the fficial language of India in totality and get bracketed with English for specific communication purposes especially in the fields like science, technology and library sciences etc.

The pluralistic base of communication should be an accepted phenomenon in our National Language Policy/Educational Policy

for the socio-economic reconstruction of our country and to uphold the concept of "unity in diversity" and all resources should be pooled for efficiency in communication for the welfare of entire nation.

Languages have an important role to play in national integration of India. Learning of more and more of languages would bring along the necessary social, cultural and political cohesiveness amongst varying sections of our society and provide us with an oppurtunity to study and realize the National Cultural Heritage. A comparative study of various Indian languages, pieces of literature and preparation of multilingual dictionaries shall be significant steps towards achieving the National Integration. It is an established fact that it is easy to acquire/impart knowledge through one's mother tongue hence there is a need to pay special attention towards the development of Indian languages and increase in the ratio of their publications.

VIII

Planning a Crash Course in Languages

While living in a multilingual world it has been the earnest desire of man to know and learn as many languages as possible to unravel the mystry of universe on one hand and to meet his requirements pertaining to communication, employment, business, tourism, culture, research etc. on the other hand. Educationists, psychologists and linguists while studying and defining the language teaching/learning process have come up with a lot of materials about the design, syllabus, methodology etc. of various language courses. Applied linguists have presented many models from time to time, which have been very widely used throughout the world. However, most of the teaching programmes fail to achieve their goals because of wrong planning and unsystematic approach to language programme. Keeping in with the pace of time and without over running other aspects/commitments of life it has become imperative to develope faster courses in languages. America has already taken a lead in this and many short duration courses have been prepared recently. A crash course has limitations on time, intensity on material and appropriate methodology. Although all language programmes are time bound but crash courses are strictly time bound and the aim is to achieve the maximum in a minimum time. The following factors should be

kept in mind while planning a crash course. All these factors are interrelated and each of them must be considered in the context of others.

i, Needs of various groups of learners.

ii, Aims, objectives and duration of crash course.

iii, Language variety to be used.

iv, Learning method and materials.

v, Evaluation.

i, It identifies the general and specific language needs of learners. Their language back-ground, language proficiency, goals and expectations. One may also identify the language skills and level of language proficiency of the available instructional sources. In "identifying the nature of the learner's needs", R. Mackay has discussed in detail the methods of questionaire and structured interview for gathering the necessary information.

ii, The information gathered from the need analysis shall form the basis for framing the essential goals and objectives. Time constraints and budget are equally essential factors. Without this clear planning cannot be systematically done. A national workshop on "A Crash Course in Indian Languages" the first of its kind in our country was organized by the Northern Regional Language Centre, Patiala, of the Central Institute of Indian Languages, Mysore, from March 20-25, 1989 at the University of Kashmir, Srinagar. The author was Co-ordinator of that Workshop and two formats for a thirty hour and a hundred hour duration with different objectives were prepared.

The main objective of the thirty hour course proposed is to provide an alternative mode of learning an Indian language so as to enable those with necessary aptitude to learn an Indian language. The course would aim at improving the

communicative and reading skills of learners i.e. minimum communicative competence to speak and read. Under the hundred hour course the learners will have proficiency in language skill for use of language.for specific purposes i.e law, business, banking, technology etc.

In USA 240 hours are considered to be the minimum period to give a survival time to a language during which a person can gather a good amount of information from the society.

iii, Standard spoken variety of language should be chosen. A High variety should be selected in case of diglossic languages like Tamil.

iv, Self instructional materials with the active support of audio-vedio materials are recommended. Native instructor can be engaged if necessary. However, for formal courses the methodology and selection of materials may vary. The course design shall be as follows. The materials shall comprise of three parts :

a, Lessons on script and pronounciation.

b, Structural lessons.

c, Audio-vedio materials.

a, Lessons on script and pronounciation with equal emphasis on listening, speaking, reading and writing shall form the first part of the course. The shape and similarity of letters, hand movements and ordering of letters are important factors for script learning. Roman and Devanagari transliteration should be given to facilitate the correct pronunciation. Articulation of difficult sounds should be explained. This should be followed by drills and exercises with self evaluation provision.

b, Structural lessons shall be in situational and conversational model. Each lesson must facilitate retention. The drills and visuals may be given to fulfill the need. Explanatory and

grammatical notes should be given. First few lessons should have Devanagiri and Roman translations. The content, structure and the vocabulary should be properly matched. The content of the lessons would include topics of primary need i.e. from modes of greetings to daily routine and surroundings like bus stand, market, hospital, food, dress, kinship, festivals, seasons etc.

The aims, objectives and duration of the course shall determine the number of lessons and vocables. All the frequent and basic grammatical structures should be used in a graded manner.

c, In Audio-Vedio Materials the Cassettes from 30 minutes to 5 hours duration can be prepared as supplementary materials. They may include pronounciation lessons, conversation lessons, drills and explanatory notes about lessons. Speech samples from public personalities and drama and music lessons on environment and culture can also be given.

To bring a learner closer to the target the medium of instruction should be the target language. There is to be a complete immersion of learners where "all through language and everywhere through language" is the motto. Literature and philosophy have no place in a crash course and stress remains on basic language skills only. Textual material should be different in design and content from other available text books. The gradation of material should be both culture sensitive and language sensitive.

v, All materials should be tested and evaluated for their merit before circulation. Whether the goals and objectives are attained and how far the programme is effective is to be assessed. This also checks the interaction of the learning material/teacher and learner which is an important aspect of language learning.

Paralinguistic features wherever necessary should also find place in the learning materials to make them socially and culturally relevant.

The programme objectives and goals shall determine the language methodology to be used and a clear and close degree of fit between the objectives of method and programme goals is to be maintained for better results. The language learning/teaching methodologies have been discussed in detail in Chapter I.

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IX

Language Teaching Through Radio

Broadcasting started in India under the auspices of a private company named Indian Broadcasting Company Limited in 1927 and two stations were set up at Bombay and Calcutta. This company was taken up by the government in 1930 and in 1936 it was renamed as All India Radio. At the time of Independence, India had only six radio stations. Since Independence there has been a tremendous expansion in this organization. Now we have more than eighty five radio stations which cover about 90% of our population. Radio therefore is the major and very powerful medium of mass communication in India. In view of a very high percentage of illiteracy in our country it is the most significant source of information, education and entertainment.

Radio has a very high potential to educate and elevate people. It has been used to impart or support both formal and non formal education very successfully since Independence. More than twenty five stations relay educational broadcasts for School, College and University students, in regional languages, Hindi and English. Although the teaching of languages through Radio has also been attempted with some success during past two decades but a lot remains to be done in this regard to make Radio a viable means for language teaching.

In the multilinguistic situation of our country where knowledge of more than one language is obligatory for everyone and oppurtunities for formal education are restrictive and conditioned, radio provides oppurtunity of easy, cheaper and vast distribution system. It is a constant companion in everyday life and stimulates interest in the learner. A major leap taken forward in this regard was by the Centre for Educational Technology of the N.C.E.R.T., New Delhi, who in collaboration with the Department of Education, Government of Rajasthan conducted a project to teach Hindi as a first language to school children with the help of Radio in Rajasthan for three years in early eighties. The project leader Ms. Snehlata Shukla remarks in her report 1984, "Language being the most important area of learning, radio was to support language learning. It had also been pointed out in our recommendations that for the best results media inputs should be planned as part of the total teaching/learning materials and strategies. We therefore planned for the total effort of teaching first language namely Hindi for three years in some selected schools in Rajasthan."

Before planning a language programme the field to be served i.e. formal or informal, contextual situation of language i.e. first, second or foreign, and audiences (learners) age group and their requirements are to be ascertained and decided upon. The duration, content and format of the course shall be accordingly decided. Although all the basic skills of language are to be stressed upon equally but teaching of reading and writing may be difficult as compared to listening and speaking and therefore demand a special treatment. Print materials are to be designed and made available to the learners in advance to facilitate better and faster learning of language. Radio lessons are to be planned as a part of the package for learning a language. Punctuality and regularity is quite essential in broadcasting hence such programmes should be transmitted daily.

Programmes should be produced in various forms i.e. spoken word, drama, rhyme, discussion, conversation, feature etc. in order

to make them attractive and receptive. Vocabulary is to be carefully chosen. Specific materials/lessons are to be designed and produced for various skills. As the audio-medium is the most suitable medium for the development of listening skill a properly designed material should be made available to the learners to improve upon reading and writing. Sufficient stimuli is to be provided to enable learners to enrich their vocabulary in the language. Teaching of pronounciation and grammar should be stressed upon. Lessons should not be chronological in content so that any programme is listened and understood independently (even when a preceding or succeeding programme is missed). Name, style of speech of a character, production pattern, voice culture and a musical blend are very important factors to make the programme attractive and effective. These factors can further increase the motivation of a learner. Programmes produced in various styles are to be tested before broadcasting. Long dialogues/sentences and too many characters are to be avoided. In case scripts are written by different authors, these should be studied by a committee of experts i.e. linguists, broadcasters and technicians for approval. As a matter of routine every programme should be conceived, planned, produced and broadcasted with close co-operation of linguists, producers and technicians. Standard variety of speech in every language should be chosen. The speed of recordings of the spoken word should increase gradually with the progress of the Course.

Proper reception of programmes is to be assured and radio sets made available to community centres, schools, adult education centres, panchayats etc.

A feed back or evaluation of the programme is very essential to determine its success. An important aspect of evaluation shall be to assess the achievement of learners in comparison to other means of language learning.

Now that the present Government is committed to grant autonomy to Radio and Doordarshan, broadcasting organizations

whether public or private should establish departments for Educational Radio/T.V. Even Ministries, Educational Institutions and Universities can also establish Radio/TV divisions, responsible for broadcasting/Telecasting. Agencies seeking to educate people should also obtain production facilities and staff to make programmes and transmit these. However, aims, objectives, production, distribution, utilization, finance and evaluation are very essential factors for any successful programme.

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